



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

630 North Hunt Dr, Mesa, AZ 85203

Mesa Unified District

AZ LEARNS¹

Elementary Achievement Profile (a)

2005-06 Performing Plus
2004-05 Performing
2003-04 Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06 Not Met
2004-05 Met
2003-04 Met

School Improvement Status (b)

2005-06 Warning Year
2004-05 N/A
2003-04 N/A

(b) For additional information, please refer to the AYP page in this report card.

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

School Overview

Principal/Administrator : Mr. Scott Cumberledge
Schedule : 07:55 AM to 02:25 PM
Grades : Pre-K-6
Web Address : www.mpsaz.org/hawthorne
Phone Number : (480) 472-7500
Fax Number : (480) 472-7474
E-mail : sdccumber@mpsaz.org

Mission

Hawthorne School is committed to all students becoming lifelong learners. This is supported by staff providing a positive and safe learning environment. Faculty uses research-based best practices, combined with an involved and supportive community.

School / Academic Goals

- ü At Hawthorne Elementary, all staff will do whatever it takes to have all students at or above grade level in reading.
- ü Students will develop effective communication skills.
- ü Through the implementation of a new character education program, students will learn the skills needed to enable them to be successful members of society.

Enrollment

October 1, 2005 School Year Student Enrollment : 858
Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2005-06 : 227

Instructional Programs

- ü At-risk Preschool and Head Start
- ü On-site Special Education
- ü Title I
- ü Limited English Proficient and ELP
- ü Reading First
- ü Full Day Kindergarten

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/15/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

Hawthorne Elementary has a responsibility to provide a safe environment conducive to learning, a quality education that prepares students with effective life skills, an interactive student/parent curriculum, as well as opportunities for community and parent education.

Parents

Parents need to ensure students arrive on time, ready to learn. They also need to help students develop a responsible and positive attitude toward life long learning. They can help accomplish this by maintaining open communication with the school, supporting school policies and activities, volunteering and providing a supportive environment for homework and reflection.

Transportation Policy

Busing is provided for all students living more than one mile from their assigned school. Busing is not available for open enrollment students. Specialized transportation for special education students is covered in the IEP.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü District Writing Awards	2004
ü Individual and Classroom Writing Awards	
ü Annual Great Performances of Master Teachers	
ü Teacher Recognition at District	

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	101	5547	80010	99	98	99	429	453	447	15	8	10	28	16	18	46	56	53	12	21	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	43	2719	38935	100	98	99	432	452	447	14	8	9	28	17	19	47	56	55	12	19	17
Male	58	2828	40974	98	98	98	427	453	448	16	8	11	28	15	18	45	55	52	12	22	19
African American	NC	236	4201	NC	98	99	NC	437	430	NC	15	17	NC	19	23	NC	56	51	NC	11	9
Hispanic	58	2182	34545	100	98	99	420	434	432	12	12	14	38	23	24	45	56	53	5	8	9
Asian/Pacific Islander	NC	119	2068	NC	98	99	NC	478	474	NC	4	4	NC	9	10	NC	50	50	NC	37	36
American Indian/Alaskan Native	--	226	3979	--	97	96	--	436	424	--	14	17	--	23	30	--	51	47	--	11	6
White	37	2783	35142	97	98	99	443	469	465	22	4	5	11	9	11	46	55	56	22	31	28
Students with Disabilities	18	645	10161	100	90	93	403	419	419	44	27	28	28	30	28	22	36	36	6	7	8
Students without Disabilities	83	4902	69849	99	99	100	435	457	451	8	5	7	28	14	17	51	58	56	13	22	19
Limited English Proficient Students	32	877	14013	100	97	97	407	415	413	19	20	24	44	33	34	38	44	39	NA	2	3
Migrant Students	NC	37	603	NC	93	96	NC	418	417	NC	19	22	NC	43	32	NC	27	42	NC	11	4
Economically Disadvantaged	83	3005	39029	100	97	98	423	437	432	16	11	14	31	22	25	46	57	52	7	10	9
Non-Economically Disadvantaged	18	2542	40981	95	99	100	457	472	462	11	4	6	11	9	13	44	54	54	33	33	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	91	5457	79438	89	97	98	441	457	451	5	7	9	43	21	24	45	60	56	7	12	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	41	2686	38775	95	97	99	447	463	457	5	5	7	29	19	22	61	62	58	5	14	13
Male	50	2770	40560	85	96	97	437	452	446	6	8	12	54	23	25	32	58	54	8	10	9
African American	NC	235	4178	NC	98	98	NC	445	439	NC	9	13	NC	28	29	NC	55	52	NC	9	6
Hispanic	53	2140	34297	91	96	98	429	437	434	6	11	14	53	31	31	42	54	50	NA	4	5
Asian/Pacific Islander	NC	119	2063	NC	98	99	NC	479	475	NC	2	3	NC	13	15	NC	64	63	NC	22	20
American Indian/Alaskan Native	--	218	3940	--	94	95	--	443	429	--	10	14	--	27	36	--	57	47	--	6	3
White	32	2744	34887	84	97	98	459	475	471	6	3	4	31	13	15	44	65	63	19	19	18
Students with Disabilities	NC	557	9588	NC	77	88	NC	420	416	NC	24	30	NC	32	32	NC	38	34	NC	5	5
Students without Disabilities	83	4900	69850	99	99	100	441	461	456	5	5	7	45	20	23	43	62	59	7	13	12
Limited English Proficient Students	28	846	13856	88	93	96	409	411	407	7	22	27	79	44	43	14	34	29	NA	0	1
Migrant Students	NC	35	600	NC	88	96	NC	422	418	NC	17	22	NC	43	38	NC	40	39	NC	NA	2
Economically Disadvantaged	75	2946	38685	90	95	97	431	441	435	7	10	14	47	29	32	47	55	50	NA	5	5
Non-Economically Disadvantaged	16	2511	40753	84	98	99	487	477	467	NA	3	5	25	12	16	38	65	62	38	20	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	96	5524	79971	94	98	99	388	415	423	13	8	8	61	46	41	25	44	49	1	2	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	41	2715	38974	95	98	99	417	429	437	10	5	5	46	40	33	41	53	57	2	2	4
Male	55	2808	40895	93	97	98	367	402	410	15	11	10	73	53	47	13	35	41	NA	1	2
African American	NC	235	4203	NC	98	99	NC	408	411	NC	8	11	NC	55	45	NC	34	43	NC	3	2
Hispanic	54	2166	34481	93	97	99	382	399	410	13	12	10	69	53	46	17	35	43	2	1	1
Asian/Pacific Islander	NC	119	2067	NC	98	99	NC	440	449	NC	2	4	NC	36	28	NC	60	60	NC	3	8
American Indian/Alaskan Native	--	224	3995	--	97	96	--	403	409	--	11	10	--	50	47	--	38	42	--	0	1
White	36	2779	35150	95	98	99	398	429	437	14	5	5	47	41	35	39	52	56	NA	2	5
Students with Disabilities	14	645	10258	78	90	94	355	373	377	36	20	23	43	54	51	21	24	25	NA	1	1
Students without Disabilities	82	4879	69713	98	99	100	394	420	429	9	6	5	65	45	39	26	46	52	1	2	3
Limited English Proficient Students	28	865	13985	88	95	97	365	371	382	18	22	18	68	56	54	14	22	27	NA	0	0
Migrant Students	NC	37	608	NC	93	97	NC	397	389	NC	8	16	NC	62	50	NC	30	33	NC	NA	0
Economically Disadvantaged	77	2986	38994	93	97	98	385	401	409	13	11	10	62	52	47	23	36	41	1	1	1
Non-Economically Disadvantaged	19	2538	40977	100	99	100	399	432	437	11	4	5	58	40	34	32	53	56	NA	3	5

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

4th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	109	5739	80147	100	98	99	489	498	482	6	6	11	17	13	17	53	48	49	24	32	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	64	2849	39281	100	99	99	479	498	483	8	5	9	17	13	17	58	49	50	17	33	24
Male	45	2889	40780	100	98	98	502	497	482	4	7	12	16	12	17	47	48	48	33	32	24
African American	NC	252	4249	NC	98	99	NC	478	464	NC	11	17	NC	19	22	NC	51	48	NC	19	13
Hispanic	57	2106	33494	100	98	99	477	479	466	4	9	15	21	18	23	61	55	49	14	18	14
Asian/Pacific Islander	NC	144	2103	NC	100	99	NC	513	515	NC	2	4	NC	12	8	NC	42	44	NC	44	45
American Indian/Alaskan Native	NC	239	4117	NC	98	96	NC	472	456	NC	10	19	NC	25	27	NC	50	46	NC	15	8
White	47	2998	36122	100	98	99	503	514	501	11	4	5	9	8	10	45	44	50	36	44	35
Students with Disabilities	14	657	10295	100	90	92	457	451	443	14	25	33	29	27	26	43	38	33	14	10	8
Students without Disabilities	95	5082	69852	100	99	100	493	503	488	5	4	7	15	11	16	55	50	51	25	35	26
Limited English Proficient Students	19	640	12722	100	96	97	448	449	441	11	19	27	42	31	33	47	45	37	NA	5	3
Migrant Students	NC	37	622	NC	100	97	NC	465	454	NC	19	19	NC	27	30	NC	38	43	NC	16	8
Economically Disadvantaged	75	2944	38371	100	97	97	476	480	465	8	9	15	23	18	23	55	52	49	15	20	13
Non-Economically Disadvantaged	34	2795	41776	100	99	100	517	516	498	3	3	6	3	7	11	50	45	49	44	45	33

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	100	5655	79686	92	97	98	466	478	470	8	7	11	25	21	24	60	61	57	7	11	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	59	2823	39163	92	98	99	461	482	475	7	6	9	31	19	22	59	63	60	3	12	10
Male	41	2831	40438	91	96	97	475	474	465	10	9	13	17	22	25	61	60	54	12	10	7
African American	NC	248	4228	NC	96	98	NC	465	458	NC	11	15	NC	23	28	NC	61	53	NC	4	4
Hispanic	52	2071	33299	91	96	98	453	458	452	12	12	17	33	30	32	52	54	47	4	4	3
Asian/Pacific Islander	--	141	2097	--	98	99	--	490	490	--	3	5	--	18	13	--	65	68	--	14	14
American Indian/Alaskan Native	NC	236	4087	NC	97	96	NC	454	446	NC	10	16	NC	40	38	NC	49	44	NC	1	2
White	44	2959	35914	96	97	98	484	495	489	5	3	5	16	13	15	68	67	67	11	17	14
Students with Disabilities	NC	571	9808	NC	78	87	NC	440	432	NC	25	35	NC	35	32	NC	35	30	NC	5	3
Students without Disabilities	95	5084	69878	100	99	100	466	482	475	7	5	8	25	19	23	61	64	61	6	12	9
Limited English Proficient Students	15	617	12594	79	93	96	412	425	422	40	31	34	47	46	45	13	23	21	NA	0	0
Migrant Students	--	34	611	--	92	95	--	448	439	--	18	22	--	44	39	--	35	37	--	3	2
Economically Disadvantaged	67	2879	38095	89	95	97	451	462	452	12	11	17	36	29	32	49	55	48	3	5	3
Non-Economically Disadvantaged	33	2776	41591	97	98	99	497	495	486	NA	3	6	3	13	16	82	67	65	15	17	13

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	109	5728	80372	100	98	99	470	476	475	6	3	4	32	31	30	62	64	64	NA	2	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	64	2841	39452	100	99	99	478	487	488	5	2	3	28	22	22	67	73	72	NA	3	3
Male	45	2887	40836	100	98	98	459	464	464	7	4	6	38	39	37	56	56	56	NA	1	1
African American	NC	249	4264	NC	97	99	NC	470	465	NC	4	5	NC	38	35	NC	57	59	NC	2	1
Hispanic	57	2102	33608	100	98	99	467	460	462	7	6	6	32	38	36	61	55	57	NA	1	1
Asian/Pacific Islander	NC	143	2098	NC	99	99	NC	492	500	NC	1	2	NC	22	16	NC	72	75	NC	5	7
American Indian/Alaskan Native	NC	239	4128	NC	98	97	NC	462	464	NC	3	4	NC	48	39	NC	49	56	NC	NA	1
White	47	2995	36213	100	98	99	473	487	489	4	2	2	32	24	22	64	72	72	NA	3	3
Students with Disabilities	14	651	10526	100	89	94	419	428	427	29	13	15	50	53	53	21	32	31	NA	2	1
Students without Disabilities	95	5077	69846	100	99	100	478	481	482	2	2	3	29	28	26	68	68	69	NA	2	2
Limited English Proficient Students	19	637	12747	100	96	97	425	421	432	21	16	12	58	52	52	21	32	36	NA	NA	0
Migrant Students	NC	37	621	NC	100	97	NC	450	452	NC	14	9	NC	38	40	NC	49	51	NC	NA	0
Economically Disadvantaged	75	2941	38521	100	97	98	461	462	461	8	5	6	39	38	38	53	56	55	NA	1	1
Non-Economically Disadvantaged	34	2787	41851	100	99	100	491	491	489	NA	1	3	18	23	22	82	73	72	NA	3	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	106	5603	79306	98	98	99	511	518	504	12	9	13	21	15	20	45	50	49	22	26	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	46	2724	38845	98	98	99	516	518	505	11	8	11	24	16	20	39	51	50	26	26	18
Male	60	2879	40383	98	97	98	507	517	504	13	10	14	18	14	19	50	50	47	18	26	19
African American	NC	240	4171	NC	98	98	NC	494	485	NC	15	20	NC	23	26	NC	50	44	NC	12	10
Hispanic	55	2000	32673	96	98	99	495	496	487	18	14	18	24	22	25	47	52	46	11	12	10
Asian/Pacific Islander	NC	157	2147	NC	99	99	NC	535	539	NC	6	5	NC	6	10	NC	52	46	NC	36	40
American Indian/Alaskan Native	NC	232	4034	NC	98	97	NC	493	479	NC	15	22	NC	27	29	NC	48	43	NC	10	7
White	45	2974	36234	100	98	99	534	535	523	2	4	6	16	9	13	47	49	52	36	37	28
Students with Disabilities	15	622	10286	100	87	91	477	469	462	33	32	41	27	27	27	27	34	27	13	7	5
Students without Disabilities	91	4981	69020	98	99	100	516	523	510	9	6	9	20	14	18	48	52	52	23	28	21
Limited English Proficient Students	16	601	10291	94	95	96	457	462	458	38	34	38	38	33	34	25	31	26	NA	3	2
Migrant Students	NC	33	630	NC	100	95	NC	486	478	NC	27	24	NC	18	27	NC	48	43	NC	6	6
Economically Disadvantaged	75	2874	37437	97	97	97	496	499	486	15	13	19	28	21	26	45	51	46	12	14	9
Non-Economically Disadvantaged	31	2729	41869	100	98	100	548	538	521	6	4	7	3	9	14	45	49	51	45	39	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	100	5547	79000	93	97	98	487	496	489	7	7	10	34	20	24	49	62	58	10	11	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	45	2710	38774	96	98	99	496	501	494	9	5	7	27	19	22	49	63	61	16	12	10
Male	55	2837	40150	90	96	98	479	492	485	5	9	12	40	21	25	49	61	55	5	9	8
African American	NC	238	4153	NC	97	98	NC	481	476	NC	11	13	NC	24	30	NC	61	53	NC	4	4
Hispanic	50	1963	32508	88	96	98	474	476	472	12	12	15	38	31	33	50	53	49	NA	4	3
Asian/Pacific Islander	NC	156	2142	NC	99	99	NC	510	510	NC	2	4	NC	17	14	NC	66	67	NC	15	16
American Indian/Alaskan Native	NC	228	4016	NC	97	96	NC	474	467	NC	11	14	NC	32	37	NC	54	46	NC	4	2
White	44	2962	36135	98	97	98	502	513	508	NA	3	4	30	12	14	50	69	67	20	16	15
Students with Disabilities	NC	569	9991	NC	79	88	NC	456	449	NC	22	33	NC	36	36	NC	39	29	NC	3	2
Students without Disabilities	92	4978	69009	99	99	100	488	500	495	7	5	6	33	19	22	51	65	62	10	12	10
Limited English Proficient Students	13	573	10199	76	91	95	446	441	439	38	33	35	38	46	47	23	20	18	NA	1	0
Migrant Students	NC	33	629	NC	100	95	NC	456	457	NC	24	22	NC	42	41	NC	33	37	NC	NA	1
Economically Disadvantaged	70	2829	37234	91	96	97	477	478	472	10	11	15	41	29	33	43	55	50	6	4	3
Non-Economically Disadvantaged	30	2718	41766	97	98	99	509	515	505	NA	2	5	17	11	16	63	69	65	20	18	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	108	5609	79611	100	98	99	468	490	496	13	7	7	49	43	37	38	50	56	NA	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	47	2732	39016	100	98	99	492	505	511	6	4	4	38	34	29	55	61	66	NA	1	1
Male	61	2877	40519	100	97	98	450	476	482	18	9	10	57	51	44	25	40	46	NA	1	0
African American	NC	236	4188	NC	96	98	NC	480	486	NC	9	9	NC	45	40	NC	44	50	NC	2	0
Hispanic	57	2001	32855	100	98	99	455	470	481	18	11	10	58	51	43	25	37	47	NA	0	0
Asian/Pacific Islander	NC	157	2149	NC	99	100	NC	508	519	NC	3	4	NC	31	24	NC	66	70	NC	1	2
American Indian/Alaskan Native	NC	231	3992	NC	98	96	NC	477	478	NC	8	10	NC	52	46	NC	40	44	NC	NA	0
White	45	2984	36380	100	98	99	490	504	511	4	4	4	42	36	30	53	59	65	NA	1	1
Students with Disabilities	15	639	10664	100	89	94	425	437	440	33	21	23	60	56	54	7	20	22	NA	4	1
Students without Disabilities	93	4970	68947	100	99	100	475	496	504	10	5	4	47	41	34	43	54	61	NA	0	1
Limited English Proficient Students	17	599	10362	100	95	97	393	415	438	47	30	22	53	56	57	NA	14	21	NA	0	NA
Migrant Students	NC	32	636	NC	97	96	NC	439	467	NC	25	14	NC	56	47	NC	19	38	NC	NA	0
Economically Disadvantaged	77	2874	37626	100	97	98	460	472	479	14	10	10	56	51	45	30	38	45	NA	1	0
Non-Economically Disadvantaged	31	2735	41985	100	99	100	488	508	511	10	3	4	32	34	30	58	63	65	NA	1	1

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

6th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	115	5505	79327	97	98	98	506	531	518	21	12	19	24	16	20	45	50	46	10	22	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	54	2626	38961	98	98	98	508	532	520	17	11	16	28	17	20	46	51	48	9	21	16
Male	61	2875	40295	97	98	97	505	531	516	25	13	21	21	16	19	44	48	44	10	23	16
African American	NC	215	4247	NC	97	98	NC	504	499	NC	24	27	NC	25	24	NC	41	41	NC	10	8
Hispanic	57	1926	32327	97	98	98	490	510	499	26	18	27	32	23	25	39	49	41	4	10	8
Asian/Pacific Islander	--	138	1939	--	98	99	--	542	556	--	9	6	--	15	10	--	51	47	--	25	36
American Indian/Alaskan Native	NC	240	4391	NC	95	96	NC	502	489	NC	25	32	NC	23	27	NC	44	36	NC	8	4
White	54	2984	36373	98	99	98	524	549	538	15	7	10	17	11	14	52	51	52	17	31	25
Students with Disabilities	16	587	9321	94	89	87	454	473	467	63	44	54	25	23	22	13	27	21	NA	5	3
Students without Disabilities	99	4918	70006	98	99	100	515	537	524	14	8	14	24	15	19	51	53	49	11	24	18
Limited English Proficient Students	17	525	9431	89	95	95	472	475	466	47	40	53	18	30	27	35	29	18	NA	1	1
Migrant Students	--	37	635	--	90	94	--	490	488	--	30	31	--	24	29	--	43	36	--	3	4
Economically Disadvantaged	74	2687	37097	97	97	97	498	511	498	23	18	27	27	21	25	46	49	41	4	11	7
Non-Economically Disadvantaged	41	2818	42230	98	99	99	522	550	535	17	6	11	20	11	15	44	50	50	20	32	24

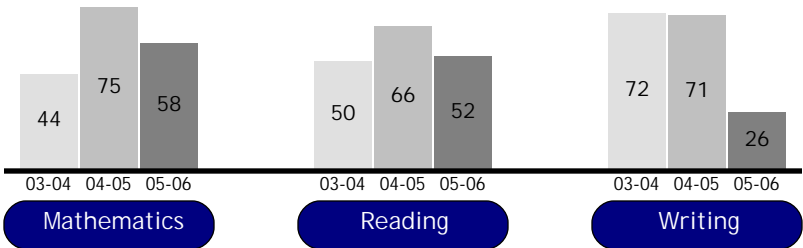
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	108	5447	79501	92	97	98	497	506	497	6	6	10	28	20	25	64	68	60	2	6	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	52	2606	39062	95	98	99	497	510	502	6	5	8	27	19	23	65	70	64	2	6	5
Male	56	2837	40368	89	97	98	496	503	491	7	8	13	29	22	27	63	66	57	2	5	3
African American	NC	214	4279	NC	97	99	NC	492	485	NC	11	14	NC	30	30	NC	56	54	NC	3	2
Hispanic	52	1887	32389	88	96	98	481	488	478	10	10	16	35	31	34	56	58	48	NA	2	1
Asian/Pacific Islander	--	137	1936	--	97	99	--	506	519	--	4	3	--	24	14	--	69	73	--	4	9
American Indian/Alaskan Native	--	234	4401	--	93	96	--	482	473	--	11	17	--	36	40	--	50	43	--	2	1
White	53	2973	36446	96	98	99	511	521	516	4	4	4	23	12	15	70	76	73	4	8	7
Students with Disabilities	NC	532	9411	NC	80	88	NC	461	453	NC	28	36	NC	34	36	NC	34	26	NC	4	1
Students without Disabilities	99	4915	70090	98	99	100	501	510	502	3	4	7	26	19	24	69	72	65	2	6	5
Limited English Proficient Students	14	496	9401	74	90	94	454	450	443	21	28	40	64	51	46	14	20	14	NA	1	0
Migrant Students	--	35	642	--	85	95	--	475	465	--	11	24	--	43	41	--	43	35	--	3	0
Economically Disadvantaged	68	2646	37183	89	96	97	488	489	479	9	10	16	26	29	34	65	59	49	NA	2	1
Non-Economically Disadvantaged	40	2801	42318	95	98	99	512	522	513	3	3	5	30	12	17	63	76	70	5	9	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	115	5492	80000	97	98	99	557	565	564	2	3	3	14	10	11	75	77	75	10	10	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	55	2626	39288	100	98	99	582	580	579	NA	2	2	2	5	6	82	78	77	16	15	16
Male	60	2862	40644	95	97	98	534	552	549	3	4	4	25	14	15	68	76	74	3	6	7
African American	NC	218	4307	NC	99	99	NC	550	551	NC	6	4	NC	11	13	NC	75	75	NC	8	7
Hispanic	58	1917	32672	98	97	99	541	548	548	3	4	4	17	13	14	76	77	76	3	6	6
Asian/Pacific Islander	--	138	1945	--	98	99	--	577	592	--	1	1	--	10	4	--	77	69	--	12	25
American Indian/Alaskan Native	NC	240	4424	NC	95	97	NC	546	549	NC	4	3	NC	15	14	NC	77	77	NC	5	5
White	53	2977	36602	96	98	99	578	578	579	NA	2	2	8	8	7	75	77	75	17	14	16
Students with Disabilities	16	585	9919	94	88	93	495	497	505	13	11	9	25	34	35	63	51	54	NA	5	2
Students without Disabilities	99	4907	70081	98	99	100	567	572	571	NA	2	2	12	7	7	77	80	79	11	11	12
Limited English Proficient Students	18	517	9571	95	93	96	496	490	502	6	14	10	33	29	29	61	56	60	NA	2	1
Migrant Students	NC	37	654	NC	90	97	NC	529	534	NC	8	7	NC	14	16	NC	78	74	NC	NA	3
Economically Disadvantaged	73	2675	37534	96	97	98	549	547	547	3	4	4	15	14	15	75	77	76	7	5	5
Non-Economically Disadvantaged	42	2817	42466	100	99	100	572	582	578	NA	1	2	12	7	7	74	77	75	14	15	16

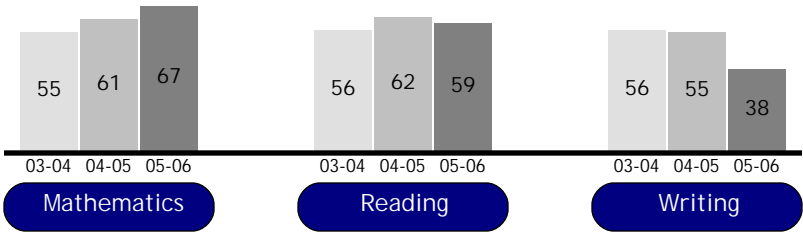
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	N
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	No

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	93	55	NA	58	97	41	50	47	96	39	50	46
	Language	97	37	53	50	97	38	49	47	96	39	50	48
	Mathematics	99	56	71	64	97	42	54	50	100	37	56	52
3	Reading	91	38	NA	55	100	37	50	44	91	39	52	46
	Language	93	46	63	61	100	42	49	44	100	35	48	46
	Mathematics	97	39	66	61	100	48	55	51	100	34	56	52
4	Reading	95	57	NA	56	100	46	52	48	92	46	58	52
	Language	95	53	55	52	100	48	52	49	100	44	58	52
	Mathematics	98	68	68	61	100	52	59	53	100	59	67	58
5	Reading	91	48	NA	55	98	44	55	50	94	52	61	56
	Language	96	40	55	49	98	46	55	50	100	50	59	54
	Mathematics	96	59	71	63	99	44	54	49	100	50	59	52
6	Reading	99	60	NA	56	100	50	58	51	94	54	63	56
	Language	100	47	55	48	100	48	54	47	100	41	58	50
	Mathematics	100	70	76	66	100	56	62	52	100	48	68	58

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

Hawthorne Elementary School

School Site Council

Council Composition

- 1 School Administrator(s)
- 0 Non-certified Employee(s)
- 3 Teacher(s)
- 3 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Increased Parent Involvement
- Ü Review Student Management Policies
- Ü Implement School Vision
- Ü Expend Tax Credit Fund
- Ü Review Homework Policy
- Ü Improve Attendance

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	34.50
Other Professional Staff	12.00	Teacher Aide	28.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	12	3	0	0
4 to 6 years	2	3	0	0
7 to 9 years	7	3	0	0
10 or more years	3	17	1	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	0
Teachers with Emergency Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü PC Productivity Computer Lab
- Ü Extended Library Hours
- Ü TV Intra-school Broadcast Studio

Extracurricular Activities

- Ü Student Council
- Ü KHWK TV Station
- Ü Boeing Math Academy
- Ü Beta Club
- Ü Afterschool Enrichment Classes & Sports
- Ü Chorus
- Ü Summer School On-site
- Ü Orchestra/Band

Social Services

- Ü Afterschool Program (Kids Corner)
- Ü Parent center on site
- Ü Recreational Activities
- Ü Parent University (District)
- Ü Community College Classes

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- Ü 'Hablemos' Spanish-speaking Parent Group formed to provide parent involvement and continued interaction between school and home.
- Ü Hawthorne successfully completed the school improvement plan and has shown Adequate Yearly Progress for the past 2 years.
- Ü Hawthorne completed it's second year under the Reading First grant consistently showing achievement in improving student's reading scores as evidenced by the DIBELS assessment.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	95	95	94	95
Promotion Rate ⁵	90	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

All aspects of the school climate are considered to determine safety for the students. Hawthorne has a Safety Committee that meets monthly, or more often as needed, to review the school's overall plan. Every staff member takes responsibility for student safety. There is also an I-CARE committee that reviews individual student needs and concerns. Hawthorne's character education program is in place school wide to reduce incidents of bullying and harassment.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

3

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Scott Cumberledge	(480) 472-7510
Transportation Policy	Community Relations	(480) 472-0223
Community Resources	Mimi Senner	(480) 472-7513
School Nutrition Programs	Janice Carlson	(480) 472-7504
Parent Organization	Michelle Ayala	(480) 472-7509
Student Health/Nurse	Christine Sabo	(480) 472-7503

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

Printed in Phoenix, Arizona, by the Arizona Department of Education. December 2006

Total cost of printing: 16 Pages X .0243 Per page X 30 Copies = \$12.00

** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.